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ABSTRACT

Written for vocational educators as part of a project called "Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped," this guide contains discussion on 13 topics: (1) What Must It Be Like? (2) The Terminology Jungle (Degree of Hearing Loss, Age at Onset, Type of Hearing Loss), (3) What Communication Problems of the Hearing Impaired Person Should You Be Aware Of? (Conceptual Limitations, Methods of Communication, How to Work With an Interpreter), (4) What Intellectual Problems, If Any, Should I Be Aware Of? (How Then Should I Test the Hearing Impaired?), (5) What Emotional Problems, If Any, Should I be Aware Of? (6) What Vocational Problems, If Any, Should I Be Aware Of? (7) What Has Been the Job Performance Record For the Hearing Impaired? (8) Problems in Finding the Job and Solutions, (9) Problems in Holding the Job and Solutions, (10) Problems Presented By Society and Possible Solutions, (11) Dead-End Jobs, (12) Increased Automation, and (13) Suggestions for Interaction with the Hearing Impaired. Also included are lists of national organizations of the deaf and Wisconsin chapters of the national organizations, Wisconsin churches serving the deaf, and a bibliography. (HD)

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Co-Directors - Lloyd W. Tindall, Roger H. Lambert
John J. Gugerty, Specialist

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James Urness - Consultant, Special Needs

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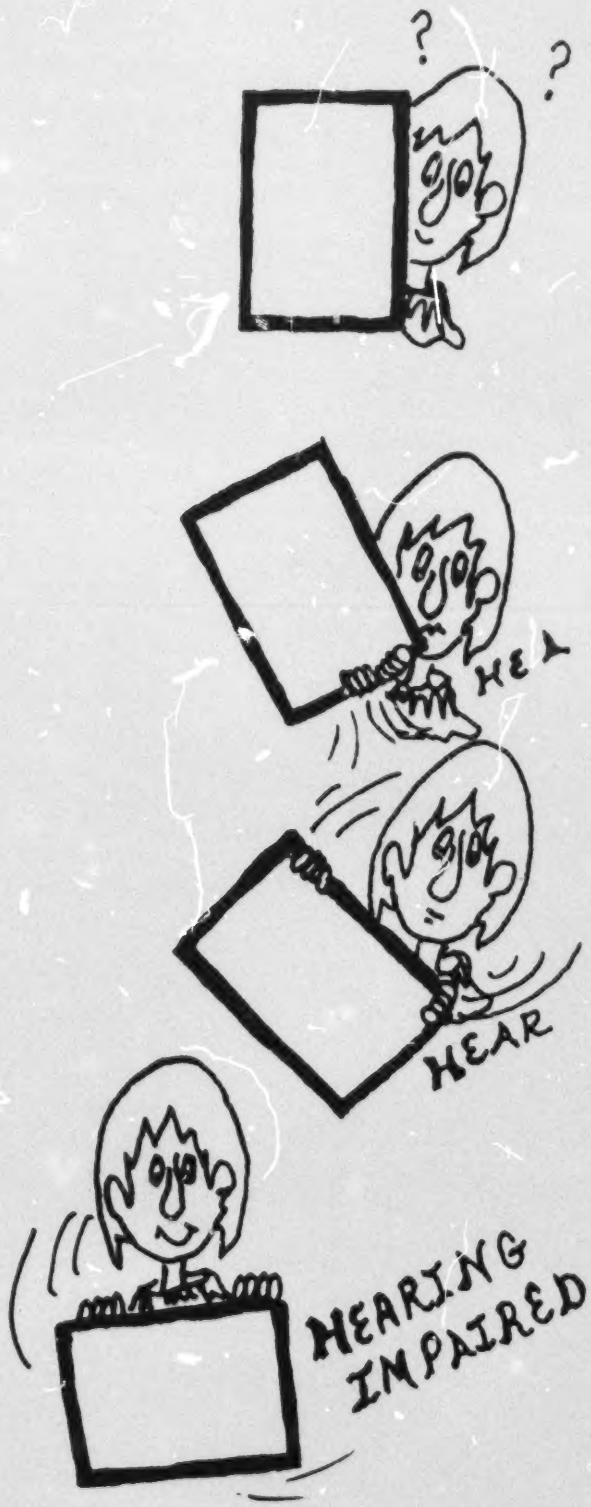

IT'S ABOUT TIME HEARING IMPAIRMENTS CAME OUT IN THE OPEN!

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WHAT MUST IT BE LIKE?

If you have ever met a deaf or hard of hearing person or had a student with a hearing loss, you must have asked yourself "What must it be like?" and the most important question "What am I suppose to do?"

You will probably ask any one of the following questions at some point during your interaction with your friend or student

Can the person hear if he/she is wearing a hearing aid?
Should I talk louder so the person can understand?
Should I speak slowly and enunciate my words more?
What can I do if I can't make myself understood?
Is the hearing impaired person less intelligent?
Is the hearing impaired person really capable of full employment?
Does the hearing impaired person create more risks on the job?

These are only natural questions to ask. And because many times the questions have neither been asked nor answered, there are misconceptions and devaluing attitudes toward the hearing impaired. In the past, deaf individuals often have been viewed as "uneducable" or "the afflicted." Even today, those persons with hearing impairment are often viewed as being less capable than the hearing person. So "What must it be like for the hearing impaired?" As one person said, "It is tough!"

THE TERMINOLOGY JUNGLE

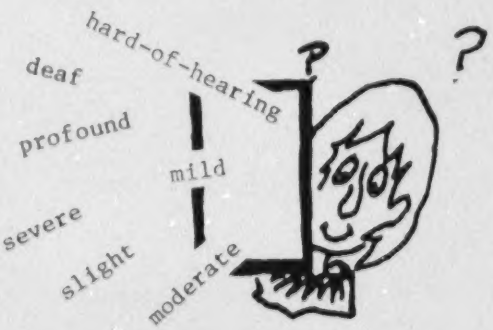
In answering the question "What must it be like?" there is no simple answer. That is almost like asking the question "What is an American like?" There are all degrees and several kinds of hearing loss. The term *hearing impairment* refers to all varieties of hearing loss. A person with a hearing impairment may have anything from a slight to a profound loss. He may have trouble hearing only high pitch sound or

low pitch sound. He may hear you but not be able to understand you. He may hear well in some situations and not at all in others. *Don't group all persons with hearing loss into one category.*

Since there are many degrees of hearing loss, it is only natural that a classification system with resulting terminology would develop. Such terms as "deaf," "deafened," "hard-of-hearing," "post-lingually deaf," "pre-lingually deaf," "mild hearing loss," "severe hearing loss," and "profound hearing loss" appear confusing. *However, for you, the educators, they reinforce the idea that each hearing impaired person must be treated individually. Each person's hearing loss is different and affects him uniquely.*

What makes each person's hearing loss different is not only what the person can or cannot hear (degree of hearing loss), but also when that hearing loss took place (age at onset) and how the hearing loss was caused (type of hearing loss). Knowing that a person has a moderate hearing loss does not tell the entire story. *You, as a vocational educator, should also know if the hearing loss occurred as a result of disease or accident and if it occurred at age four or after graduation from high school. All three factors, disucssed below, have a bearing on how the student will be able to function in class.*

Degree of Hearing Loss



Those persons who do not have the ability to hear and understand speech are referred to as being *deaf*. Those persons who have some ability to hear and understand speech are referred to as being *hard-of-hearing*. These, however, are general terms. The degree of hearing loss is generally measured by an audiometer in decibels. Following is a breakdown based on degree of hearing loss and its effect on the understanding of language and speech and corresponding educational needs.

	Average of the Speech Frequencies in Better Ear*	Effect of Hearing Loss on the Understanding of Language and Speech	Educational Needs and Programs
Slight Hearing Loss	27 to 40 dB (ISO) 20 dB or less	-May have difficulty hearing faint or distant speech -May experience some difficulty with the language arts subjects -Generally unnoticed	-May need attention to vocabulary development -May benefit from hearing aid -Needs favorable seating and lighting -May need lipreading instructions -May need speech therapy
Mild Hearing Loss	41 to 55 dB (ISO) 20-40 dB	-Understands conversational speech at a distance of 3-5 feet (face to face) -May miss as much as 50% of class discussions if voices are faint or not in line of vision -May have slightly limited vocabulary -Difficulty when tired or inattentive, in distant theater seats, in noise of general conversation	-Individual hearing aid by evaluation & training in its use -Favorable seating and possible special class placement -Attention to vocabulary and reading -Lipreading instruction -Speech conversation and correction, if indicated
Moderate Hearing Loss	56 to 70 dB (ISO) 46-60 dB	-Conversation must be loud to be understood -Will have increased difficulty in group discussions -Is likely to have defective speech -Is likely to be deficient in language usage and comprehension -Will have limited vocabulary	-Special help in language skills, vocabulary development, usage, reading, writing, grammar, etc. -Individual hearing aid by evaluation & auditory training -Lipreading instruction -Speech conversation and correction -Attention to auditory & visual situations at all times
Severe Hearing Loss	71 to 90 dB (ISO) 60-80 dB	-May hear loud voices about 1 ft. from ear to moderate voice several inches from ear -May be able to identify environmental sounds such as sirens and airplanes -May be able to discriminate vowels but not all consonants -Speech & language defective and likely to deteriorate	-Emphasis on language skills, concept development, lipreading and speech -Program needs specialized supervision and comprehensive supporting services -Individual hearing aid by evaluation -Auditory training with individual and group aids
Profound Hearing Loss	91 dB or more (ISO) Over 80 dB	-May hear some loud sounds about 1 inch from ear but is aware of vibrations more than tonal pattern -Relies on vision rather than hearing as primary avenue for communication -Speech and language defective and likely to deteriorate	-Emphasis on all language skills, concept development, lipreading and speech -Program needs specialized supervision and comprehensive supporting services -Continuous appraisal of needs in regard to oral and manual communication -Auditory training with group and individual aids

*Note: First decibel rating is based on current ISO standard (International Standard Organization). Second decibel rating is based on information from U.S. Department of Labor, Manpower Administration, 1971. (Kirk)

Age at Onset

The effects of the hearing loss depend on when the person sustained his hearing loss or the "age at onset." For example, a person born deaf will need skilled help in developing speech, whereas persons becoming deaf in adulthood will usually retain their speaking ability without assistance. Those persons who are deaf (do not have the ability to hear and understand speech) are sometimes grouped into the following categories according to when they became deaf: pre-linqually deaf, post-lingually deaf, and deafened. (Interviewing Guide...)

Pre-lingually deaf persons are either born without hearing (congenitally deaf) or lose hearing before the age of five years (adventitiously deaf). *Both speech and language are affected to varying degrees and--because they usually are acquired formally instead of naturally--may be stilted, mechanical and difficult to understand. The pre-lingually deaf persons communicate primarily through finger spelling and signs, and writing, but may possess enough speech and lipreading ability for basic social expression.*

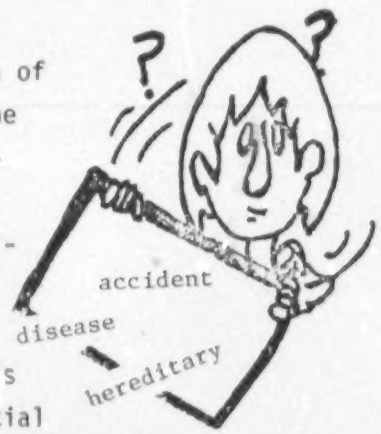
Post-lingually deaf persons are those who become deaf after the age of five years and, although possessing no hearing for practical purposes, had normal hearing long enough to establish fairly well developed speech and language patterns. *While speech generally is affected, communication may be through speech, lipreading, signs and finger spelling, and writing.*

Deafened refers to the situation in which the hearing of the hear'ng impaired person was at one time normal, language was acquired and is still remembered, and the present degree of deafness is so great that no useful residual hearing is retained. This degree of hearing loss can occur only from sensory-neural deafness. Therefore, the term deafened includes the factors of

age of onset, site of the lesion, degree of the involvement, and language usage. Whenever the term deafened is used, these criteria should be met. (Myklebust, 1964)

Similarly, persons who are hard-of-hearing (have some ability to hear and understand speech) may have been born with the hearing loss or acquired the hearing loss after birth. While they have acquired speech normally through hearing and communicate by speaking, speech may be affected to some extent, depending upon the "time of onset." Hard-of-hearing persons understand others by speech, lipreading, sign language, use of a hearing aid, and other means of communication.

Type of Hearing Loss



Generally, there are two major types of hearing loss: one due to heredity and one due to disease or accident. *It is important to distinguish between these two.*

Hearing impairment by heredity usually does not involve destruction of parts of the brain, particularly in the central nervous system. This means that this hearing impaired person's learning potential is chiefly restricted, first, by his/her inability to receive meaningful sound through his/her hearing mechanism, and second, by native endowment. *The hearing loss itself does not decrease intelligence.*

Hearing impairment occuring through disease or accident, on the other hand, frequently involves varying degrees of damage to the central nervous system. In this case, the person may also have impairments in memory, orientation, intellectual functions, and judgment. *Thus, these conditions, when present along with deafness, much more seriously inhibit the hearing impaired person's learning potential.*

Diseases such as scarlet fever, mumps, diptheria, whooping cough, measles, typhoid fever, pneumonia, influenza and meningitis all may cause a hearing loss. Infections of the middle ear, if not treated properly, can result in a hearing loss. Typical of accidents creating hearing loss are concussions, subjection to high frequency sounds,

as in certain industrial conditions or military experience, or even high frequency popular music. The most common of all causes is old age. All of us are subject to this process. *Hearing impairment eventually becomes very real to the majority of the population.*

WHAT COMMUNICATION PROBLEMS OF THE HEARING IMPAIRED PERSON SHOULD YOU BE AWARE OF?

First, try to imagine this fictional situation.

> Suppose you were suddenly confronted with an ape who was perfectly capable of telling you, in good English, his past history, his future plans and what he claimed were his innermost thoughts and feelings. Suppose further that he were thoroughly competent in carrying on a give and take conversation in practically any subject you chose to discuss. Would you, after such an encounter, treat him as a human being or as an ape? Would you, for example, help him find a comfortable place to live, or would you pack him off to a zoo? It would be difficult to decide. (McGowan)

As illustrated, language plays a crucial role in a person's conception of another person. This is because we relate to our culture primarily through personal interaction. What enables us to do this is language ability. As a result, the communication problem is the greatest problem of a person with a hearing loss.

Language Limitations

Within the hearing impaired population, the range of language ability is wide. There are two extremes: a few deaf people who have fully intelligible speech and read and write at superior levels and a few who have only natural gestures and pantomime. Between them is the mass of deaf and hard-of-hearing people who speak, write and read at different levels, depending on their academic training. Sometimes their written language is ungrammatical and confusing to those unfamiliar with persons with hearing impairments. Their speech may be difficult to understand because of difficulty with articulation and verbal language. The excerpt below was taken from a counseling session involving a 19-year-old congenitally deaf youth with a history of emotional problems. The content illustrates the language difficulty

encountered by some deaf students. Manual communication was used in the interview.

Student: *Me worry, worry, hurt body. Headache. Feel not good. Don't know wrong...*(pause)

Counselor: You worry much, that can make your body hurt. Next, your pain makes you worry more. It is same circle. Worry, pain, more worry, more pain. But you can't understand why you worry in first place, and your hurt body scares you.

Student: *Yes! Yes!* (with emphatic agreement). *Maybe something bad wrong body* (looks dejected).

Counselor: I think you feel bad...disappointed...and sad...because your body hurts you much and you not know what to do.

Student: (Nods head "*Yes*")...(Points to hip and signs "*Hurt*," points to stomach and signs "*Hurt*," signs "*Headache*," shrugs in a dejected manner).

It is important to point out that the deaf student's language should in no way be considered an indication of level of intelligence. Rather, it is more a reflection of age at loss of hearing, type and degree of hearing loss, interaction with family members during childhood and early education. (Patterson)

Conceptual Limitations

Individuals who have had a hearing impairment since birth or early childhood may have problems dealing with abstract thoughts. This problem may result from language limitations, isolation and lack of adequate stimulation during the developmental years. The following, taken from an interview with a student having limited language comprehension, is an example of conceptual limitations sometimes encountered by deaf students.

Counselor: What I hope to do is help you look at yourself and understand yourself as a person. Who is Jimmy? What is Jimmy like behind? I want to know more about Jimmy.

Student: *Behind?* (Looks around behind himself.) *Who behind?* (Looks puzzled.)

Counselor: I mean, who are you, really? Who is Jimmy?

Student: *Me? Me Jimmy.* (Nods head affirmatively.) *Name Jimmy.*

Counselor: But I don't really know you, Jimmy. Maybe what you seem to be on the surface and what you are like inside are two different things. So, what is the real Jimmy like? Who is the boy behind Jimmy?

Student: *Behind?* (Looks around again, then back at the counselor, a puzzled frown on his face.) *Me Jimmy...I'm a boy.*

Counselor: That's not what I mean. I want to know what you really think and what you really feel, who you are inside. I don't think I know what you think, what you feel. Can you tell me?

Student: (Obviously puzzled, frustrated, and a bit angry.) *Not understand! How feel? How think? About what?* (Patterson)

As in the first interview, the above student was of average or above intelligence but could read and comprehend language only at approximately third grade level.

Methods of Communication

One of your major concerns is probably how to communicate with students with hearing loss. Some students benefit from a hearing aid. However, it is important to remember that no hearing aid actually restores normal hearing. If the hearing loss distorts sound, the hearing aid will merely amplify the distorted sound. In addition, the hearing aid amplifies background noise as well as the desired sound, and the person has to discriminate between the two. The person with the hearing aid may still have to rely on lipreading. An interpreter may be needed. *So it is not safe to assume that a hearing aid means normal hearing. Each individual's hearing loss affects him/her differently.*

There are other auditory devices which assist persons with hearing losses. *The film Communication Aids for the Hearing Handicapped, 16 mm, 20 minutes, color, available from the Clarke School for the Deaf, Northhampton, MA 01060, for $5.00 rental, describes telephone and television communication aids for the deaf. The film also describes aids a deaf person could use when employed as a telephone operator or nurse. The film incorporates this information into a story about a*

woman in her 40's who goes for help because of a hearing loss.

For students who have to rely largely on vision for their means of communication, there are several techniques which they can be trained to use: speech, lipreading, finger spelling, sign language, gestures, facial expressions. From these techniques two major methods of communication have developed: the oral method and the total communications method.

What is oral communication? *Oral communication is a system which uses lipreading to understand what others are saying and uses speech to speak with others.* There is no signing or finger spelling movement of the hands used to communicate. However, one viewpoint toward oral communication is that it is inadequate for a majority of deaf persons. The major reason for this opinion is that lipreading is not very accurate. Forty to sixty percent of the sounds of the English language look just like some other sound on the lips. And the person lipreading can be distracted by a number of factors: poor lighting, small immobile mouths, head movements, fatigue, etc. These conditions reduce the percentage of most speech that can be read to approximately 30 percent. For those deaf persons less proficient in lipreading, the percentage of speech that can be lipread is less than 30 percent.

What is total communication? *Total communication is a system of communication for the deaf which includes all methods of communication.* In addition to lipreading and speech, which oral communication uses, it also incorporates sign language and finger spelling, gestures, and facial expression. The sign language used is a method of communicating with the hands. AMESLAN (American Sign Language) is the form of sign language that most adults use today. AMESLAN takes short cuts and makes for many difficulties when attempting to write letters, etc. For example, a student who signs in AMESLAN "Me movie yesterday go" is expressing the same thought as one saying "I went to the movies yesterday." Students in public school today are now being taught SIGLISH (Signed English), a form of sign language which produces the English language exactly. *Consequently, the type of sign language used by your deaf students will depend primarily on the age of the student*

and his training. The finger spelling used in total communication is the spelling of the alphabet with the fingers. It is a supplement to both AMESLAN and SIGLISH and is typically used to spell names of people, places, and companies.

What is the best method of communication for the student in a vocational program? *Perhaps the best suggestion is to allow the deaf or hard of hearing student to communicate with whichever method is the most natural, comfortable and effective for him/her.*

How to Work with an Interpreter

If your deaf student uses total communication and you do not sign, you will need to have an interpreter (a hearing person who also can send and receive communication by sign language) in your class. The first question is "Where do I get an interpreter?" Your guidance department should have access to available interpreters in your area. If not, however, an up-to-date listing is available from Registry of Interpreters for the Deaf-Wisconsin Chapter, 2877 North 50th Street, Milwaukee, WI 53210 (Mrs. Evelyn Zola, President).

Now that you have an interpreter, you will no doubt have many questions.

Where does the interpreter stand? The interpreter stands at your side, ideally in a well lighted room. The deaf students' eyes are focused not on you, but on the interpreter's hands. However, since the interpreter stands close to you, you are in the students' peripheral field of vision. In addition to understanding the sign language, the students also "hear" you by the visual signals you send through body language and facial expression. If you move around the room, the interpreter should follow and stand or sit near you.

Is the interpreter able to keep up? The interpreter is always a few words or sentences behind you. Don't be disturbed when the deaf students don't laugh after you have told a joke. They are only waiting for the punch line.

Does the interpreter do any of the teaching? The interpreter is not the teacher; he/she is not responsible for the subject matter or the method of instruction. This is your total responsibility. All

communications to the interpreter should be vocalized for you since the interpreter's answers to even the simplest questions might be incorrect. Instruction is your responsibility. However, there is much the interpreter can do to support and extend your style of teaching. He/she can convey feelings, sentiments, enthusiasm and other emotions. In addition, it is the interpreter's responsibility to be sure the deaf student is understanding fully. If the interpreter is not standing high enough to be visible to deaf students or not standing in a lighted area, he/she should make changes so the students are getting full benefit from the class. As a result of the interpreter's skill, you are able to provide instruction to your deaf students.

How does the interpreter translate a demonstration? The interpreter can do an excellent job of interpreting a demonstration if you will give an explanation before or after the demonstration rather than at the same time you are giving the demonstration. It is impossible for the deaf student to pay attention to both your hands and the interpreter's hands at the same time. However, if you are willing or it is possible to proceed step by step and to pause between steps to allow the interpreter to translate what is happening, the deaf students will also be able to understand the demonstration.

How does the interpreter translate a film? The interpreter must sit as close to the screen as possible and have a spotlight directed at his/her hands. A gooseneck lamp is ideal for this purpose.

Does the interpreter get tired? Interpreting is exhausting work. The interpreter usually stands during the entire class period and must be in position high enough so that every deaf student has visual contact. In addition, in sign language, there are instances when the interpreter has to spell out on his fingers every letter of words which are unusual or proper nouns. That can be tedious. It will assist the interpreter and deaf students if you provide a list of new vocabulary to be used during the lesson. The interpreter will then invent signs which he will teach the students prior to class. It is also exhausting when an interpreter has to struggle to keep up with a fast-paced lecture. You can assist by speaking slowly and distinctly to make it

easier for the non-hearing students, as well as the hearing students, in class to get more of your presentation. If you are used to delivering a lengthy lecture, this will also wear out your interpreter. If you would use some other form of instruction, not only will the interpreter be thankful for this, but more than likely, your hearing students will also be thankful.

What do I do if the interpreter fails to show up? Ideally, you and the interpreter will have each other's telephone numbers and be able to let each other know when either one can not be present. Then you can arrange for a person to substitute. However, if no one can replace the interpreter, you should advise the deaf students they do not have to attend class, but that notes will be taken for them. If the deaf students are already in class, you can do more blackboard work, and/or arrange to have the deaf student sit by a good note-taker who will share his notes after class

For additional information on the training of teachers to work with an interpreter in class, see Welcome to the Quiet Life by Robert A. Luke, listed in the bibliography.

WHAT INTELLECTUAL PROBLEMS, IF ANY, SHOULD I BE AWARE OF?

Deaf and hard-of-hearing persons are not less intelligent than the "hearing" population. The distribution of intelligence is the same among the deaf and the general population. (Mc Gowan) However, there is a tendency to believe that the deaf person is less intelligent since he has a different means of communicating. *(This assumption is a gross injustice to the hearing impaired.)*

Yet, it is known that most deaf and some hard-of-hearing persons' achievement levels are low. For example, reading ability is such that he/she often cannot adequately understand a typical newspaper article. Important reasons are language deficiencies, delayed entrance into

school, and lack of adequate training. Today, deaf and hard-of-hearing students are obtaining higher quality education. Vocational educators should soon evidence higher skill levels in students with hearing losses as a result of more effective public education.

How Then Should I Test the Hearing Impaired?

Test results are of extreme importance to deaf and hard-of hearing students for they often lack knowledge about their own abilities and may be less aware of factors that are required for effective achievement in school or on the job.

There are specific problems that make the use of test information difficult with people with severe hearing losses.

--*Language limitations may preclude the use of tests that are highly verbal in content.* For example, such tests as the Verbal Scale of the Wechsler Adult Intelligence Scale, the Stanford-Binet Intelligence Scale, the Strong Vocational Interest Blank, the Minnesota Multiphasic Personality Inventory etc. will generally yield an inadequate and distorted picture of the deaf person because he will not accurately understand many, if not most, of the test items. Also, standard tests are validated on hearing individuals. Therefore testing should be done with direct communication or through an interpreter.

--The valid administration of a test to deaf and hard-of hearing persons requires that they understand the directions for the test. These directions frequently require more reading ability than is present, and if the directions are given orally, they may not be understood. Thus, the individual may make mistakes simply due to not understanding specifically what is expected of him/her.

These problems will not be present for all deaf and hard-of hearing persons. However, they will exist for many persons. For some of the deaf and hard-of-hearing, tests can do no more than give a very rough approximation of abilities and limitations. For a significant number of deaf persons only the non-verbal, performance-type tests

will yield meaningful information. (Interviewing Guide...)

In modifying testing procedures for the deaf person, instructions should be simplified, and, if necessary, an interpreter should be provided.

WHAT EMOTIONAL PROBLEMS, IF ANY, SHOULD I BE AWARE OF?

The hearing impaired person may be emotionally dependent on others. Naturally this is not true of all persons with hearing losses, and it can be just as true of many hearing persons if they possess the following characteristic:

--He/she may be overprotected because parents and teachers have made too many decisions. They have not allowed the student to learn how to make decisions and to accept the fact that often one person's "right answer" is not always another person's "right answer."

If overprotected, the person will need a great deal of help in learning to cope with and master an unexpectedly complicated social environment, in developing a healthy self-concept, and in becoming a self-directing and responsible individual. (Mc Gowan)

Another possible emotional problem to be aware of is the manner in which the person is reacting to the hearing loss. Many accept the hearing loss, adjust by wearing a hearing aid and/or learning new communication methods. For example, one individual began his presentation to a group of educators by saying,

Although I have been profoundly deaf since the age of eight, I am about the best adjusted deaf person you can ever hope to meet. When my mother was carrying me, she slipped and fell on an old phonograph record, but it didn't bother me...didn't bother me...didn't bother me. (Pettingill)

This is obviously an ideal situation and one which is a goal.

Others, knowing that they have a loss, try to conceal it for various psychological reasons. *Look at the remarks of one deaf*

person in an interview:

Mary: (Thinking for a few moments)...*I think that is it. I know my deafness means nothing to you, but with others I feel it means everything. I just can't stand for others to know. I know, really, that deafness is not that bad, but I can't help feeling this way. I have thought and thought about it, and I know I am being silly, but that doesn't change how I feel.* (Patterson)

Some deaf and hard-of-hearing persons suffer a feeling of isolation, real or fancied. In one research study the results showed that deaf individuals believed hearing people held more negative attitudes toward them than was actually the case. What the deaf person believes or perceives to be attitudes of hearing persons may, if negative, act as psychological barriers for that deaf person. (Schroedel)

WHAT VOCATIONAL PROBLEMS, IF ANY, SHOULD I BE AWARE OF?

Of primary concern to any vocational training program is job placement: Is the person trained well enough to hold a job? Is there a job for him?

WHAT HAS BEEN THE JOB PERFORMANCE RECORD FOR THE HEARING IMPAIRED?

Employers generally are very well satisfied with deaf and hard-of-hearing employee performance.

--A recent (1970) survey of 480 major labor market employers (firms employing more than 50 persons) showed 85% of those who employed deaf workers evaluated their performance as from good to excellent. (Block)

--Norman H. Silver, Special Staffing Coordinator of Tektronix, Inc., Oregon, employed 25 deaf persons in 1970. He comments that when they are properly placed and become adjusted, they are reliable, loyal and stable employees.

--At Lockheed the safety record of 65 deaf employees, with a mean seniority of seven years, is outstanding: not one with a single lost-time accident.

This description of employer satisfaction makes a nice picture. Naturally, there are problems encountered in successful placement.

PROBLEMS IN FINDING THE JOB AND SOLUTIONS

Generally the deaf applicant does an inadequate job of filling out the employment application. This, however, is a problem encountered by hearing persons as well. This could be corrected for both hearing and deaf persons, by adequate training, possibly through group guidance sessions, role playing and other means. Essentially they need to be taught where and how to look for work, how to fill out an application form, what grooming is needed to make a favorable impression on the employer, what references are needed and how to present qualifications during the employment interview.

Another problem can occur if the deaf person brings an interpreter to the interview. This can be very disturbing to the prospective employer. If a placement counselor or Division of Vocational Rehabilitation counselor has arranged for the interview, the counselor should prepare the employer for the assistance of the interpreter. If, however, the deaf person is arranging his own interview, he can ask the employer if he would rather communicate by writing notes (if the employer can not sign) or by using an interpreter. This approach gives the employer a choice and also the knowledge that the deaf person can function on the job without the use of an interpreter.

PROBLEMS IN HOLDING THE JOB AND SOLUTIONS

Initial on the job training is very difficult and often time consuming with the hearing impaired employee. Initial communication of any kind is difficult. *Perhaps new, highly visual methods (film loops, video-tape, slides, 16 mm., etc.) of job training to include use of interpreters and easy to understand training manuals could be developed. Initially, there would be an expense, but this would be offset by shorter periods of training and greater employee satisfaction.*

The deaf employee's work personality and attitudes can be a negative influence on the possibilities of advancement within the company and/or on the hiring of other deaf and hard-of-hearing employees. Some examples of common errors are not calling in when absent; not taking the job supervisor or job instruction seriously; constant talking or socializing on the job; and bickering over petty differences in pay, job descriptions and status symbols. (Williams, William). Of course, hearing persons are often guilty of the same behaviors. The following two films depict the importance of good work attitudes and would be of value to both deaf and hearing students. (Distributed by Universal Education and Visual Arts, 100 Universal City Plaza, Universal City, California 91608.)

The Boss' Responsibility (16 mm., 16 min. color, rental $12.00) centers around Pete, a young deaf carpenter, who resents his boss' constant reminders to keep working. When the boss becomes ill, he puts Pete in charge for the day. Pete is then forced to make a decision, assign the work load and keep the workers on a tight schedule. From this experience Pete learns to appreciate and understand the pressures and responsibilities of being a boss. Work Regulations (16 mm., 16 min., color, rental $12.00) centers around a young pressman in a printing shop who uses his hearing loss as a crutch. Because his work habits are inadequate and his attitude defensive when corrected, he misses a promotion in spite of his being the most skilled person.

Pre-vocational training in social adjustment for all persons would perhaps eliminate a portion of these problems.

The educational-social lag is often a barrier to work adjustment. For example, on a Personal Management Diagnostic Test of 25 items given to preparatory students with hearing losses at St. Paul Vocational Technical Institute (1973), the average number of correct responses was 6 items (of 25) or 25%. *Be sure to read a sampling of the 25 test items below:*

1. *Explain what making a deposit at a bank means.*
2. *If I make a withdrawal from my checking account, what happens to the balance in my checkbook?*
3. *I have $120 in the bank in my checking account. I write two checks: rent $35, food $10. Each check costs 10 cents to write. What is my new balance?*
4. *Why do you need a budget?*
5. *Explain down-payment.*
6. *Give me two references that you would use when applying for a job.*
7. *Have you had an employer? If yes, give the name.*
8. *What is your residence while in St. Paul?*
9. *What is your marital status today?*
10. *Which car insurance is important?*

The gravity of the situation is obvious. *Emphasis on social skills in addition to technical training is necessary.*

PROBLEMS PRESENTED BY SOCIETY AND POSSIBLE SOLUTIONS

The deaf adult is almost universally underemployed. Approximately 75% are in skilled or semi-skilled occupations while only 6% are in professional and related occupations. (Mc Gowan) In the past, deaf persons often had little choice as to what occupation to enter. Jobs were stereotyped for them. For example, it was assumed that because a person was deaf he would, therefore, be a good employee in a factory where noise was at a high level. Today, this does not have to be the case. *We as vocational educators have a responsibility to evaluate deaf students for their abilities and then show them the vast array of many vocational fields. In addition, vocational programs must be open to students with hearing losses. Programs serving students with severe hearing losses must have supportive services*

and/or classroom modifications so the student has an opportunity to succeed.

DEAD-END JOBS

The ladder for advancement in responsibility and function is not always available to the deaf person. In most instances it is the result of ignorance, uncertainty, and lack of precedence on the part of the employer, and, unawareness, lack of confidence and unaggressiveness on the part of the deaf employee.

Norman H. Silver, Special Staffing Coordinator of Tektronix, Inc., Oregon, explains the lack of advancement opportunities in his company:

> I am pleased to say, we have had some outstanding deaf employees advance to more challenging and more responsible positions. But, for the most part, success in modern industry depends greatly on ability to communicate, and, although many deaf people compensate admirably, most are unable to improvise well enough to qualify for supervisory positions. Obviously this limitation affects the deaf person in many ways on the job, but the most discouraging aspect is that it impairs his chances to be even considered for advancement. That is what the deaf worker faces within the framework of our current job families.

The solution to this problem would then be two-fold: additional social and communication training for the deaf person after job placement and increased employer awareness and knowledge of the abilities of the hearing impaired.

INCREASED AUTOMATION

Although automation threatens everyone to some degree, it poses some very special problems for the handicapped person in the labor force. This is because handicapped workers, particularly deaf and hard-of hearing persons, tend to be more heavily concentrated in the occupations where automation is making its greatest inroads.

As recently as 1959, a survey of over 10,000 deaf workers revealed that 75% of the men were engaged in skilled and semi-skilled manual occupations. This percentage is almost twice as high as that for all workers. Furthermore, over half of all deaf workers interviewed were employed in manufacturing, in contrast to 25% of the

total population. The severity of the problem is apparent when one considers that the occupations in which deaf persons have been engaged are the very ones which are now being the most rapidly automated. (Williams, Boyce R.)

Another serious ramification of the technological era is that many new jobs require excellent communication skills or a high level of formal education. In other words, recent changes in the world of work have resulted in a decrease in the types of jobs in which hearing impaired people historically have been successful and an increase in occupations that emphasize communication skills and formal education.

However, another viewpoint is expressed by William Williams who explains that just like taxation, automation is with us and we must live with it. He lists the following jobs and new vocational fields created by automation that with training the hearing impaired could fill and which would offer them employment equal to their skill and advancement potential: numerical control machinists and programmers, mechanical and electronic technicians and assemblers, draftsmen, instrumentation and automatic control, x-ray diffraction, operations research, educational and communications technology. The solution would be increased education and more realistic training geared to the needs of the changing job market.

SUGGESTIONS FOR INTERACTION WITH THE HEARING IMPAIRED

1. *Remember there are all degrees and several kinds of hearing loss.*
2. When you meet a person who seems inattentive or slow to understand you, *consider the possibility that his hearing, rather than his manners or intellect may be at fault.*
3. Remember that the hard-of-hearing persons may depend to a considerable extent on reading your lips to understan' what you're saying. They do this even though they may be wearing a hearing aid, for no aid can completely restore hearing. (Lipreading

is easier if the hearing impaired person does not have to look into the light.)

4. If the person apparently wishes to speech-read, experiment with modifications of speed and volume for easier comprehension. *(Short, simple but complete sentences should be used, and avoid changing the subject abruptly.)*
5. When you're in a group that includes a hard-of-hearing person, *try to carry on your conversation with others where the person can see all participants.* NEVER take advantage of his handicap by carrying on a private conversation in his presence in low tones he cannot hear.
6. Don't start to speak to a hard-of-hearing person abruptly. *Attract his attention first by facing him and looking straight into his eyes.* If necessary touch his hand or shoulder lightly. *Help him grasp what you're talking about* right away by starting with a key word or phrase, e.g., "Let's plan our weekend now," "speaking of teenagers..." *Watch his face carefully for signs* that he is not comprehending. Clarification should be made by rephrasing the idea and not by repeating the same words, e.g. "It's time to make plans for Saturday."
7. *If the person you are speaking to has one "good" ear, always favor that side of him when you address him.* And don't be afraid to ask a person with an obvious hearing loss whether he has a good ear and, if so, which one it is. He'll be grateful that you care enough to find out.
8. Facial expressions are important clues to meaning. *Remember that an affectionate or amused tone of voice may be lost on a hard-of-hearing person.*
9. In conversation with a person who is especially hard-of-hearing, don't be afraid to occasionally jot down key words on paper. If he is really having difficulty in understanding you, he'll be grateful for the courtesy.
10. Many hard-of-hearing persons--especially teenagers, who hate to be different--are unduly sensitive about their handicap and will pretend to understand you even when they don't. When you detect this situation, *tactfully repeat your meaning in different words until it gets across.*
11. *When you entertain friends with a hearing loss, put away your candles.* Electric light will give them a better chance to join the conversation because they can then see your lips as you talk. *Ideally the room should be lighted from behind the hearing impaired person so your face will be illuminated.*
12. *Don't feel you have to exclude hard-of-hearing friends from all forms of entertainment involving speech or music.* True, concerts and operas may present problems, but movies, plays, ballets, and dances are often just as enjoyable to people with a hearing loss as to those with normal hearing. (Even profoundly deaf persons respond to vibration, and many are good and eager dancers.) For children, magic shows, pantomimes, and the circus are good choices.

13. The speech of a person who has been hard-of-hearing for years may be difficult to understand, since natural pitch and inflection are the result of imitating the speech of others. To catch a person's meaning more easily, *watch his face while he talks.*
14. Don't say such things as "Why don't you get a hearing aid?" or "Why don't you see a specialist?" to a person who is hard-of-hearing. Chances are he's already explored these possibilities, and *there's no need to emphasize his handicap.*
15. In greeting a person, *physical contact and facial expression convey warmth to the deaf person,* and the words "How are you?" are easy to speech read.
16. In dealing with deaf and hard-of-hearing persons, *use care not to talk or write over their heads or to talk down to them.* The hearing impaired person should be given an opportunity to express himself.
17. *Guard against tiring the hearing impaired person.* If he has to strain to hear, he may become irritable, tense, and fatigued. Tinnitus, unwanted ear noise that may take the form of ringing, buzzing, roaring, or clicking, may affect his disposition. When a person with tinnitus strains to hear, the ear noises may become louder, increasing tension. (Simple Courtesy...and Interviewing Guide...)

Use common sense and tact in determining which of these suggestions apply to the particular hard-of-hearing person you meet. Some persons with only a slight loss might feel embarrassed by any special attention you pay them. Others, whose loss is greater, will be grateful for it.

Ideally, for true communication with a deaf person, each of us should be fluent in signing and finger-spelling. But, if you are not and the above suggestions do not work, plan to use an interpreter. Remember, when dealing with a hard-of-hearing person that he/she will more than likely have received training in using auditory equipment and may be able to function easily with both deaf and hard-of-hearing persons.

The important point to remember is that in most respects hearing impaired people are more like those with hearing than they are unlike. They have the same psychological needs as other people. In no way does hearing impairment alter the person's need for love, esteem, acceptance, productivity and independence. Certain needs may be greater than others, but the magnitude and intensity of these needs is based upon the same factors operating on other people. People with hearing impairment have within themselves the potential for resolving their difficulties and growing toward responsible independence.

NATIONAL ORGANIZATIONS OF THE DEAF*
and
WISCONSIN CHAPTERS OF THE NATIONAL ORGANIZATIONS

NOTE: For additional information on which of the following organizations would best answer your questions, contact the Wisconsin Service Bureau for the Deaf, 106 East Doty Street, Room 320, Madison, WI 53703 (Director: Harry Whiting, 608/266-8081).

Alexander Graham Bell Association for the Deaf
3417 Volta Place
Washington, D.C. 20007
President: Richard W. Flint

American Athletic Association of the Deaf, Inc.
3916 Lantern Drive
Silver Spring, MD 20902
President: John Buckmaster

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Board for Missions, Ministry to the Deaf,
the Luthern Church--Missouri Synod
210 North Broadway
St. Louis, MO 63102
President: J. A. O. Preuss

Conference of Executive of American Schools
for the Deaf
5034 Wisconsin Avenue Northwest
Washington, D.C. 20016
President: Richard Brill

Convention of American Instructors of the Deaf
5034 Wisconsin Avenue Northwest
Washington, D.C. 20016
President: Jack W. Brady

Council of Education of the Deaf
3417 Volta Place
Washington, D.C. 20007
President: Winifred H. Northcutt

Deafness Research Foundation
366 Madison Avenue
New York, NY 10017
President: James D. Wise

Episcopal Conference of the Deaf
51 Woodale Road
Philadelphia, PA 19118
President: Roger Pickering

Gallaudet College Alumni Association
Alumni Office
Kendall Green
Washington, D.C. 20002
President: Leo M. Jacobs

International Association of Parents of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
President: Lawrence Newman

International Catholic Deaf Association
8419 Weseleyan Street
Vienna, VA 22180
President: Robert L. Bates

Junior National Association of the Deaf
Gallaudet College
Washington, D.C. 20002
National Director: Frank Turk

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
President: Jess M. Smith

Wisconsin Association of the Deaf
3014 North Prospect Street
Milwaukee, WI
President: Howard Busby (deaf)
414/963-5746 TTY (work)

Madison Association of the Deaf, Inc.
4714 Mandrake
Madison, WI 53704
Linda Nygaard

Rac-Keno Club of the Deaf
2901 Ruby Avenue
Racine, WI 53402
William Suys

Milwaukee Silent Club
622 North Broadway
Milwaukee, WI 53219
Ron Byington

Fox Valley River Club of the Deaf
641 Oak Street
Neenah, WI 54956
Lloyd Hagen

Delavan Association of the Deaf
119 North Main Street
Delavan, WI 53115
Lorraine Syablewski

Green Bay Club of the Deaf
Route 2, Box 173
Bonduell, WI 54107
Herbert Boetcher

Chippewa Falls Valley Club of the Deaf
Route 1, Box 163
River Falls, WI 54022
Lester Boeltcher

Sheboygan Club of the Deaf
2212 Cindy Lane
New Holstein, WI 53061
Gerald Mayes

Wausau Club of the Deaf
1101 Roosevelt Drive
Plover, WI 54467
Melvin Newby

Wisconsin School for the Deaf
W.A.D. Chapter
309 Walworth Avenue
Delavan, WI 53115 414/728-2677
TTY - 414/728-3024

National Association for Hearing and Speech Action
919 Eighth Street Northwest
Washington, D.C. 20006
President: J. Hank Smith

Curative Workshop
Rehabilitation Center
342 South Webster Avenue
Green Bay, WI 54301

Speech and Hearing Center
Marquette University
619 North 16th Street
Milwaukee, WI 53233

Milwaukee Hearing Society
744 North Fourth Street
Milwaukee, WI 53203
Executive Director: June Carr
414/272-1771

TTY-414-272-1771

National Congress of Jewish Deaf
6131 Claridge Drive
Riverside, CA 92506
President: Gerald Burstein

National Fraternal Society of the Deaf
6701 West North Avenue
Oak Park, IL 50302
Grand President: Frank B. Sullivan

Professional Rehabilitation Workers with the Adult Deaf
814 Thayer Avenue
Silver Spring, MD 20910
President: William E. Woodrick

Registry of Interpreters for the Deaf
Kendall Demonstration Elementary School
Gallaudet College
Washington, D.C. 20002
President: Carl J. Kirchner

Registry of Interpreters for the Deaf,
Wisconsin Chapter
2877 North 50th Street
Milwaukee, WI 53210
President: Evelyn Zola (deaf)
TTY-414/445-8666 (home)

Teletypewriters for the Deaf, Inc.
5813 Brockton Drive
Indianapolis, IN 46220
President: Al Pimentel

(Listing was compiled from The Gallaudet Almanac, 1974, and information furnished by the Wisconsin Service Bureau for the Deaf.)

OTHER WISCONSIN ORGANIZATIONS SERVING THE DEAF*

Deaf Treatment Center
Mendota Mental Health Center
301 Troy Drive
Madison, WI 53704
Social Worker: Sally Raschick
608/244-2411

Division of Vocational Rehabilitation
One West Wilson Street
Madison, WI 53703
Program Specialist: Edward Wilber
608/266-0638

Telecommunication, Inc., Wisconsin Chapter
3324 South 58th Street
Milwaukee, WI 53219
President: Ronald Byington
TTY- 414/321-0387

Wisconsin Lion Club - Deaf Chapter
4414 North 76th Street
Milwaukee, WI 53218
President: Fr. James Alby
414/541-5635

Wisconsin Service Bureau for the Deaf
106 East Doty Street, Room 320
Madison, WI 53703
Director: Harry A. Whiting, Jr.
TTY-608/266-8083
608/266-8081

(Information was furnished by the Wisconsin Service Bureau for the Deaf.)

WISCONSIN CHURCHES SERVING THE DEAF *

Beloit

Beloit Assembly of God
1021 Cranston Road
Beloit, WI 53511

Delavan

St. Andrew's Church
714 East Walworth Avenue
Delavan, WI 53115
Fr. Richard Mevicine

Madison

Hilldale Assembly of God
5202 Regent Street
Madison, WI 53705
Reverend Dale Miller

Silent Lutheran Church
1909 Huxley Street
Madison, WI 53704
Reverend Robert Corl

St. Benedict Center
Fox Bluff, Box 5070
Madison, WI 53705
Fr. Thomas H. Schroeder

Menasha

Evangel Deaf Chapel
359 Broad Street
Menasha, WI 54952
Reverend Ray Ecklund

Milwaukee

Emmanuel Lutheran Church
4328 West North Avenue
Milwaukee, WI 53208
Reverend Paul H. Dorr

St. James Mission of the Deaf
833 West Wisconsin Avenue
Milwaukee, WI 53233

Maranatha Assembly of God Church
for the Deaf
414/445-4330
Voice or TTY
Reverends Dale and Hedy Miller

Waukesha

First Assembly of God
Grand at Sunset
Waukesha, WI 53186
Reverend John Wibley

Wauwatosa

Calvary Assembly of God
8200 West Bluemound Road
Wauwatosa, WI 53213
Janelda R. Smith

(Information was furnished by the Wisconsin Service Bureau for the Deaf.)

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